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ing out the syllabus, and while comparatively few teachers, perhaps, will be able to follow it in all of its details, it will prove, nevertheless, a helpful and very suggestive guide in the study of civics.

EDWARD E. HILL

CHICAGO TEACHERS' COLLEGE

Sociology and Modern Social Problems. By CHARLES A. ELLWOOD. New York: American Book Co., 1911. Pp. 331.

This book is primarily intended for short courses in higher institutions, but it might be used to even greater advantage in secondary schools that are sufficiently progressive to offer electives in the social sciences. It will also supply a popular demand similar to that met some twenty years ago by Ely's *Problems of Today*.

The second part of the title is more descriptive of the contents than the first. About one-half of the work is nominally devoted to principles; the other half consists of applications to special problems. But as a matter of fact the book is a unit, and it would be difficult to tell where theory shades over into practice. The theoretical chapters are constantly illustrated by concrete problems, and the guiding principles are everywhere in evidence throughout the practical chapters. Dr. Ellwood has been able to arrange the treatment of many isolated problems in a logical order, without overlapping, and to work up to the climax: "The ultimate reliance in all reconstruction must be, not revolution, nor even legislation, but education." Hence "Education and Social Progress," his final and most inspiring chapter, would itself make the book worthy the attention of teachers.

While interesting and clear, the treatment is thoroughly scientific, and embodies the latest results in the field. It stands for ideals, but does not base them upon the visions of a mystic, and it tends to dissipate a number of popular traditions. A few terse summaries will illustrate the author's directness and some of his positions: "There is scarcely any sanity in sociology without the biological point of view." "Divorce is prevalent not because of the laxity of our laws, but rather because of the decay of family life." "Social phenomena are too complex to reduce to simple formulae or laws as physical phenomena are reduced." "The burden of educating the negro for citizenship should rest primarily upon the whole nation, since the whole nation is responsible for the negro's present position." "As in the solution of special social problems we have seen reason to reject 'short-cuts' and 'cure-alls,' so in a scientific reconstruction of human society we have good reason to reject the social revolution which the followers of Marx advocate."

F. P. GRAVES

THE OHIO STATE UNIVERSITY

A Defense of Prejudice, and Other Essays. By JOHN GRIER HIBBEN. New York: Scribner, 1911. Pp. viii+183. \$1.00.

Among Professor Hibben's eleven essays, all of them sensible, solid, and interesting, there are four which will especially commend themselves to the friends of education: "The Paradox of Research," "The Art of Thinking," "The Voca-